

COOSA ELEMENTARY

45 Middle Road
Beaufort, SC 29907

GRADES PK-5 Elementary School

ENROLLMENT 578 Students

PRINCIPAL Cindy Keener 843-322-6100

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	11	0	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

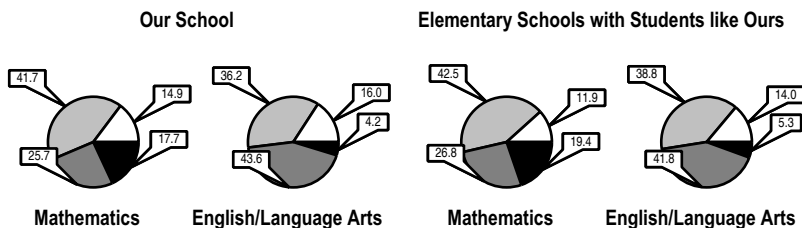
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	87	60
Percent satisfied with learning environment	96.9%	92.0%	91.7%
Percent satisfied with social and physical environment	93.8%	88.2%	89.8%
Percent satisfied with home-school relations	96.9%	90.8%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	305	99.3	16.0	36.2	43.6	4.2	47.7	17.6
Gender								
Male	150	100.0	18.3	36.6	40.8	4.2	45.1	17.6
Female	155	98.7	13.8	35.9	46.2	4.1	50.3	17.6
Racial/Ethnic Group								
White	219	100.0	11.7	33.3	49.3	5.6	54.9	17.6
African-American	66	97.0	31.0	48.3	20.7	N/A	20.7	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	15	100.0	16.7	33.3	50.0	N/A	50.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	273	99.3	12.0	37.2	46.1	4.7	50.8	17.6
Disabled	32	100.0	51.7	27.6	20.7	N/A	20.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	305	99.3	16.0	36.2	43.6	4.2	47.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	305	99.3	16.0	36.2	43.6	4.2	47.7	17.6
Socio-Economic Status								
Subsidized meals	100	99.0	29.8	45.7	24.5	N/A	24.5	17.6
Full-pay meals	205	99.5	9.3	31.6	52.8	6.2	59.1	17.6

Mathematics								
All students	305	100.0	14.9	41.7	25.7	17.7	43.4	15.5
Gender								
Male	150	100.0	14.1	43.0	25.4	17.6	43.0	15.5
Female	155	100.0	15.8	40.4	26.0	17.8	43.8	15.5
Racial/Ethnic Group								
White	219	100.0	9.4	39.0	29.6	22.1	51.6	15.5
African-American	66	100.0	32.2	50.8	15.3	1.7	16.9	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	15	100.0	16.7	58.3	8.3	16.7	25.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	273	100.0	12.7	41.7	27.0	18.5	45.6	15.5
Disabled	32	100.0	34.5	41.4	13.8	10.3	24.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	305	100.0	14.9	41.7	25.7	17.7	43.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	305	100.0	14.9	41.7	25.7	17.7	43.4	15.5
Socio-Economic Status								
Subsidized meals	100	100.0	29.8	48.9	17.0	4.3	21.3	15.5
Full-pay meals	205	100.0	7.7	38.1	29.9	24.2	54.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	96	N/A	8.5	30.9	54.3	6.4	60.6
	Grade 4	90	N/A	10.2	45.5	39.8	4.5	44.3
	Grade 5	73	N/A	13.7	54.8	28.8	2.7	31.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	105	99.0	15.3	24.5	53.1	7.1	60.2
	Grade 4	108	99.1	15.8	32.7	48.5	3.0	51.5
	Grade 5	92	100.0	17.0	53.4	27.3	2.3	29.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	96	N/A	22.1	42.1	26.3	9.5	35.8
	Grade 4	90	N/A	17.0	37.5	23.9	21.6	45.5
	Grade 5	73	N/A	20.5	42.5	21.9	15.1	37.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	105	100.0	15.3	39.8	29.6	15.3	44.9
	Grade 4	108	100.0	11.8	41.2	25.5	21.6	47.1
	Grade 5	92	100.0	18.2	44.3	21.6	15.9	37.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 578)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.0%	2.4%
Attendance rate	99.6%	Up from 95.8%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	26.2%	Down from 32.8%	28.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.8%	Up from 2.6%	6.7%	8.0%
Older than usual for grade	0.3%	Down from 0.6%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	57.9%	Down from 67.6%	54.1%	50.0%
Continuing contract teachers	81.6%	Down from 88.2%	87.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.7%	Down from 91.8%	88.9%	86.2%
Teacher attendance rate	94.8%	Up from 94.7%	95.7%	95.3%
Average teacher salary	\$42,455	Down 0.3%	\$41,537	\$39,909
Prof. development days/teacher	11.1 days	Down from 12.0 days	10.4 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio	21.5 to 1	Down from 23.0 to 1	20.8 to 1	18.9 to 1
Prime instructional time	92.4%	Up from 89.1%	91.6%	89.7%
Dollars spent per pupil*	\$5,972	Up 4.9%	\$5,673	\$5,892
Percent spent on teacher salaries*	53.5%	Down from 63.7%	67.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Coosa Elementary School continues to be a "model" for parent involvement, providing a variety of classroom structures to meet the needs of all children, multiage classrooms, character education, instructional technology, math, and science. The instructional emphasis at Coosa Elementary this past year was placed on reading and writing literacy and inquiry-based math and science. Our Literacy Coach provided staff development and leadership for teachers in the areas of assessing student needs, developing effective teaching strategies in creative writing, and evaluating reading and writing achievement. Math and science programs focused on process skills and inquiry methods of learning. In the area of Fine Arts, three Artists-in-Residence provided enriching opportunities for children in music, art and science. After school, students had the opportunity to attend the on-site Boys and Girls Club, Homework Center, Cub Scouts, and/or Chess Club.

The Coosa Elementary School Improvement Council continues to support, monitor, and review the Five-Year School Renewal Plan. This plan emphasizes student achievement in the area of literacy, student assessment, and home/school communication.

The Coosa school community is extremely proud of their students' scores on the 2002 Palmetto Achievement Challenge Test. A large percentage of students scored in the upper levels of Proficient and Advanced. Coosa Elementary was awarded the 2002 South Carolina Palmetto Silver Award for outstanding academic achievement and improvement on the PACT. With continued emphasis on literacy, math, and science, we anticipate increased achievement for all students in the coming year.

Coosa Elementary School's greatest challenge is growth and community mobility - meeting the needs of our growing and increasingly mobile population. Assessing children's individual needs and providing the resources to meet those needs are ongoing challenges. Continued staff development in the areas of literacy, math and science are planned for the coming year. Scheduled parent workshops and seminars will focus on literacy, math, and science. With the present dedication and support shown by the entire school community, Coosa Elementary School will meet those challenges.

Cindy Keener, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.